

In the Home Stretch

Affinity Question:

What specific strategies could be used in the last 45 days to assure that all students show a marked increase in student achievement on K-2 CRTs, EOG and/or EOCs?

Group 1 - Categories			
Teachers	Parents	Students	Support
Each teacher analyze nine week grades	Conduct parent information sessions- including skills workshop and how to help at home	Use benchmark assessments to help rearrange priority needs	Offer incentives to students for good performance on tests
Use weekly grade level meetings to plan strategies and discuss ideas	Use TAs to help with clerical and instructional duties	Focus in on attendance-increase incentives for daily/weekly attendance	Use guidance counselors to talk about good test talking skills and tips with students
Have motivational workshop for teachers	Have individual parent conferences to talk about student's strengths and then, areas of need	Increase remediation time with tutor Effective use of 072 funds	Analyze individual attendance data, just like academic data
Use of CRTs to lead the discussion at grade level meetings	Phone call to parents each morning a student is absent	Friendly competition between grade levels	Use resource teachers to help with students with greatest need
Provide resources to teachers (material and personnel, i.e., volunteers)		Use progress reports to identify at risk students	Conduct home visits
Re-emphasize data and use of it to identify students		Motivational speakers and Academic PEP Rallies	
Review and revise PEPs		Award ceremonies at the end of each nine weeks	
Teachers call parents each day of students that are absent			

Group 2 - Categories				
Instruction	Incentives	Parent Support	Interventions	Data/Progress Analysis
Maximize instructional time – eliminate interruptions	Encourage, Encourage	Send letters and call for parent support for attendance	After school tutorials with identified students	Analyze benchmark assessment by grade/class and student
Set aside time each day to review objectives as needed	Celebrate successes	Parent conferences on curriculum and student performance	Extend learning sessions	Review results of students scores from previous year and this year
Re-grouping by specific needs	Perfect attendance awards	Send additional specific information on areas of need and encourage the parent to help	Work with tutors on what is needed in tutorials	Look at weaknesses in specific areas
Cluster students based on needs even across grade levels and teach/ re teach		Have IEP reviews	Recruit and train volunteers	Grade level meetings focusing on EOGs
Practice writing to connect with reading		Conference more with parents	Use all extra personnel to assist with individualized instruction	Address student's individual needs with tutor and teacher
Practice problem solving				Look at problem areas in the past in grade levels or areas and re-focus
Use more manipulatives				See what hasn't worked
				See what has worked for others

Group 3 - Categories		
Incentives	Parent Involvement	Creative Curriculum-Teacher Support
Offer incentive programs for gains	Make sure parents know the importance of student's progress	Use HOSTS program
Have enrichment programs	Make sure all needs have been identified	Read daily
		Remind students of their scores (where they are and where they are going)
		Remind students of the expectations
		Teachers daily encouraging students to do their best, not just on EOGs
		Praise for little achievements and signs of growth
		Practice (Model) talking through (metacognition) how to make decisions, solve problems
		Have self-paced learning
		Use cluster groups and reassign teachers as needed to groups
		Group by levels and tutor during AA
		Use exploratory teachers to work with curricula areas of need
		Have a Saturday Academy program

Group 4 - Categories		
Motivational	Teacher Efforts	School wide Efforts
Daily encouragement over the Intercom	Individual counseling with students	Increased monitoring of classes and hallways by the principal and Assistant Principal
Rewards/Incentives for raising grades each six weeks	Individual student analysis for focused intervention	Inclusion strategies for exposure/instruction in accountability standards
Teachers encouraged to remain focused, but not “stressing” students	EOC/VoCATS- modeling question-types (Use of mock test and then analyze each student’s results)	Training teams for the purpose and philosophy of team teaching
Grade level use the “I Can Promotion”	EOC course study guide developed and used with students	Limit classroom interruptions and disruptions
Motivational speaker	Individualized instruction for students that are struggling in an area/course	Promote and communicate to stakeholders that we are indeed in the home stretch
Academic Pep Rally	Using the VoCATs coordinator for strategies with the VoCATS test	Increase parent/teacher conferences especially to those parents of students that need to attend tutoring sessions
Promotion of early consistent bedtime	Spend time on test taking strategies	Provide afternoon tutorials
Incentives for gains	Teacher analysis of 1 st semester test data (goals/objectives)	Letters to parents addressing attendance issues
	Provide competitiveness among CTE classes	Publicize tutorial opportunities in newsletters and notes home
		Use cross curriculum approaches and thinking maps and writing strategies
		Use SST team to help identify strategies for students not doing well